

# The Citizen

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## Life and Education.

We should be constantly on our guard against accepting the idea that popular education is or may be overdone. This error may be avoided by keeping in mind two primary facts: first, that children leave the grade schools at about the age of fourteen; secondly, that 93 or 94 per cent of our people receive no other formal education. In 1894-95 the whole number of pupils in our colleges, universities, technical schools, and public and private secondary schools was 673,591, taught by 37,405 teachers. This is to say, if we now have a population of 75,000,000, of this number only about 5,000,000 have had or will have a college or high school training. It requires a good deal of optimism to expect great things of popular government in a coun-

try containing 70,000,000 of people who have been taught only to read and write imperfectly and to do simple sums in arithmetic. There were in public libraries in the United States, in 1893, 50 volumes for every 100 people, or one book for every two people. This does not look as if we were to be made mad by too much learning. According to the United States census of 1890, 13.3 per cent of the entire population of ten years of age and over were unable to read. We had, roughly, twice the percentage of illiterates found at the same date in England or France, and about thirteen times the percentage of Germany. Even the illiterates among our native-born white population were relatively as numerous as the illiterates of England and Wales. We have got it into our heads that in the matter of public education we are the most advanced people in the world. A comparison between education in the United States and in Great Britain and Ireland twenty years ago would have lent some color of truth to our pretensions, but the progress in the United Kingdom has been very rapid. In 1870 the number of children receiving primary instruction was 2,139,627; state grants amounted to £1,239,811. In 1890 the corresponding figures were 5,471,169 children, £5,161,471. We may mention incidentally that in 1870 there were 18,401 criminals convicted, while in 1890 there were only 12,260, notwithstanding a considerable increase in population. The City of New York proposes to spend in the near future \$12,500,000 in new school buildings and sites. Its Board of Education is apparently conscious of its great responsibilities, and is endeavoring intelligently to meet them. Some attempt will be made, in arranging courses for the new high schools, to profit by German experience. Indeed, the attention of the civilized world is now drawn to Germany's educational practice. Throughout the German Empire not 1 per cent of the recruits who present themselves for enrollment are unable to read and write. Industrial progress has been marked, and has so evidently had an educational basis that even jealous rivals commend her methods. Education

created the Germany that rose from severe defeat to an importance greater than she had ever held before. Education is the key to progress. Let there be no demur in providing for it most liberally, and do not let us be so blind as to imagine in the face of all human experience that we are already getting enough of it.

ALL industrial success, in manufacturing or in commerce, is the product of determinable causes. We can see, in looking back, how admirable was the position of Phoenicia as a trading centre for the ancient world; we can understand the commercial position of Venice after the Crusades, of Holland 400 years later, of England in the Nineteenth Century; it is apparent with how much intelligence and foresight the Germany of to-day is establishing her manufactures and encouraging a foreign trade. A mere desire for money or any amount of bustle in the pursuit of it will not ensure commercial success; it is even doubtful whether industrial prosperity is to be attained by the complex but somewhat crude device of readjusting the customs. We recognize, therefore, the importance of any far-seeing and well-considered plan for the encouragement of commerce by methods which will have a constant utility, whether under a McKinley tariff, a Wilson tariff, or a tariff of some other kind as yet unnamed and undetermined in character. Such a plan seems to have been formulated and to be in process of execution by those who have in charge the Commercial Museum of Philadelphia. The opportunity to secure a large amount of material suitable for the foundation of a collection came with the closing of the World's Fair of 1893. Philadelphia then acquired, through the activity of a few people who have been conspicuous in public-spirited undertakings and by means of an appropriation by City Councils, a considerable quantity of raw products, since added to, until the collections now exhibited and stored in the building on Fourth street, formerly occupied by the Pennsylvania Railroad, are of really great importance, as illustrating the materials of commerce and affording information about them. The official statement of the objects of the museum is as follows:—

"First, To bring before our manufacturers, dealers, and consumers all the varied products of

the world, that they may make the best selection for their own special interests.

"Second, To publish concerning these products all scientific and useful information which may aid the manufacturer and consumer in their choice.

"Third, To place on exhibition manufactured products from foreign countries, in order that our manufacturers may be properly informed concerning all markets which they ought to enter or control.

"Fourth, To gather from all parts of the world, and to make immediately available to our business men, full and specific information concerning trade opportunities."

From a circular bearing date of April 26, 1897, we quote the following as to the exhibits of the museum:

"The exhibition of raw products now numbers about 50,000 objects, and it is, in all probability, the largest permanent collection in existence, coming from nearly all countries of the world. Through this collection, the raw materials of the world are brought together in systematic order for the use of American manufacturers. The exhibits are renewed and extended from time to time.

"Large exhibits of products manufactured abroad are being rapidly secured from all countries where the manufactures of the United States should secure trade.

"These exhibits cover almost every line of trade. An inspection of them shows in detail where American goods may profitably compete."

The same circular says of the Bureau of Information:

"In connection with the collection of foreign manufactures, all possible information is being secured as to the establishments which produce them, the wholesale and retail prices, tariffs, freights, methods of packing, distribution and care of articles.

"It is the special work of the Bureau to make detailed studies of all foreign markets. By means of reliable connections established all over the world, the Bureau is in a condition to report concerning any market, as to what goods are now being sold there, who is handling them and what are the opportunities for the introduction of American goods."

The government of the "Philadelphia Museums" is in the hands of eight state and city officials, ex-officio members of the Board of Trustees, and fourteen other trustees elected for life. This board is assisted by an Advisory Board, having an indefinite number of members appointed by political

or commercial bodies. Foreign members appear to be entirely from Central American or South American States; European countries and Canada do not seem to be represented. However, it is a great deal to have secured the alliance of our neighbors to the south in the building up in Philadelphia of collections for the study of trade relations. In the fifty rooms which are open for public inspection the various articles are exhibited upon two plans, monographically, or so that the same sorts of products from different countries can be conveniently compared; and geographically, with all the different products of a given locality grouped together. Some of the exhibits are as instructive as an encyclopaedia, with maps, photographs of workmen and implements employed in certain processes, and samples of raw and finished products, all explained by descriptive labels. The library of the museum is also worthy of notice. It contains nearly nine hundred technical journals from forty different countries, the latest government reports, consular reports, and trade and export journals, with prices current, from all over the world. This material is worked over by a staff of some twenty people, reading various languages, who index valuable matter and prepare data for reports. The Museum, its collections of specimens and its files of journals are accessible to the public without charge; a first inquiry or a request for a special report is answered without a fee; a correspondent wishing further information, is expected to pay \$50 a year. The Museum proposes to be able to inform business men as to the conditions which obtain in any foreign market, so that they can judge intelligently as to the opportunities for doing business in foreign countries. It wishes to occupy a position enabling it to be of service reciprocally to merchants and manufacturers in the United States and abroad; it aims to promote foreign commerce by acting as a bureau of information, as a clearing house for the facts necessary for judicious trading. There is to be a meeting of the Advisory Board on June 1, 1897, when the opening of the Museums will be made an occasion of considerable ceremony. If the plans which have been formulated, which are already so well under way, are carried out with intelligence, with liberality and with singleness of purpose, we may hope

for such results in the encouragement of commerce as are sure to follow upon the painstaking acquisition of special knowledge and a reasoned attempt to create favorable conditions of trade.

It seems to us that the best of our summer schools have a value greater than at first appears. Some one has said that college teachers make up the only aristocracy known to the United States of America. They enjoy as incident to the profession they follow a certain social position, assured incomes, considerable liberty in the use of their time, and an almost complete freedom from the meaner contentions of a competitive society. Their pursuits are interesting and elevating, and their vacations are frequent, amounting altogether to a larger part of the year than that given to relaxation by any other class of men. The fact that they think they work harder than other people must be taken with allowances; the men of every class appear to believe that no other work is quite as exacting as theirs—or certainly their wives think so. Now, no aristocracy should live to itself if it expects to be tolerated. It should recognize distinct obligations to the community of which it is a part. University men cannot cease to be citizens by virtue of their occupation. As the universities in their corporate capacities—conscious that they are recipients of public and private bounty—are everywhere paying more attention to their relations to the great public around them, so their staffs are sacrificing some of their leisure to meeting, in lecture rooms and vacation schools, people who cannot be college students. Wherever a summer school is conducted by university teachers, as at Cambridge, Chicago and Philadelphia—with courses which a university would sanction as part of its term work—for the benefit of special students, teachers, professional men, and the many to whom the summer season and the school offer a precious opportunity, the chance comes also for our aristocracy to justify its existence under the happy conditions we have mentioned, conditions not always fully appreciated. We cannot doubt the value of such schools as to the apparent good they do, and as another means of making closer the relations of the universities and the public.



### The Story of a Love Story.

[I. CHAUCER'S VERSION. II. SUBSEQUENT HISTORY.]

#### I.

The law of indestructibility of matter is as true in literature as it is in nature, although critics have not become accustomed to emphasize it as have their brethren, the scientists. The life of man yields only a certain number of characteristics and incidents, and the mind of man evolves only a certain additional number: these constitute the literary raw material which must be worked up over and over again. A thing most surprising to a reader who, imbued with modern ideas concerning literary ownership, dips into mediaeval literature, is the manner in which all men then considered a good story as common property. A literary man who read a tale in Italian would turn it into French, as nearly verbatim as he chose, and by virtue of that change it became his own; another would come, and, perchance, from the French and Italian versions, make in English a story which, in the eyes of the world, would then belong to him. It was not, indeed, even necessary to get the story from a literature other than one's own; a reissuing only was needed to establish ownership.

Few things so conclusively prove the indestructibility of literary material as the way in which a story would survive such treatment and yet preserve its individuality. The tale about to be considered, since its origin somewhere in the mists of the dark ages, has been revised and modified, translated and adapted for a matter of five or six hundred years without losing an appreciable amount of vigor or freshness.

A definite origin for the story cannot be assigned; when the first literary form in which it has been found was sent by Boccaccio, its author, to Petrarch, that aged poet remarked that the story had long been to him a favorite. Attempts have been made to identify the heroine with a real individual who lived, as some say, about the year 1025 A. D., or, as others have it, 1103 A. D. A French *fabliau* has been suggested as a source, and numerous other suppositions have been made. None of them, however, seem to help us farther than the conclusion that, wheresoever Boccaccio derived his materials, we know of no earlier version than that which he has left in his Decameron, where the story forms the final tale, the tenth on the tenth day.

One of the last letters of Petrarch's life was that in which he thanked his disciple for a copy of the work and dedicated to him a translation of it. "Your book which in your youth, as I think, you published in our mother tongue, I see has reached me. With my glance at it I have been delighted. Amidst many lev-

ities, I have marked some things of graver tone. At the beginning you have told well the story of that terrible plague time; at the end a story that charmed me. I learnt it by heart to repeat to my friends. Then it occurred to me that it might delight those who did not know Italian. So one day I set myself to translate it, hoping you would be glad for me to do so. I have here given it in my own words, with just a few changes. To you I wish to dedicate this version."

Petrarch, in further writing of his free Latin version to Boccaccio, relates that upon showing the translation to one of his Paduan friends, the latter, touched with the tenderness of the story, burst into such frequent and violent fits of tears, that he could not read to the end. But a Veronese having heard of the Paduan's exquisiteness of feeling on this occasion, resolved to try the experiment. He read the whole aloud from beginning to end, without the least change of voice, or countenance:—"I should have wept," added he, "like the Paduan, had I thought the story true. But the whole is a manifest fiction. There never was, nor ever will be, such a woman."

A very great deal has been written with regard to the possibility and probability of a personal interview between Chaucer and Petrarch, some persons of imagination thinking that the English poet was among the friends to whom Petrarch used to relate this story at Padua; indeed it has even been surmised that Chaucer was the person who wept so profusely upon its reading. The matter has been well summarized by saying, "We can creditably and honorably try hard to think that the two poets met, but with the knowledge we at present possess, we have no right to assert it." The theory is so attractive, however, that the more general feeling was voiced by Lowell when he wrote: "We might be sorry that no confirmation has been found for the story that Chaucer was 'fined two shillings for beating a Franciscan friar in Fleet street,' if it were only for the alliteration: but we refuse to give up the meeting with Petrarch. All the probabilities are in its favor. That Chaucer, being in Italy, should not have found occasion for seeing the most famous literary man of the day, is incredible."

Although such a discussion has been raised concerning the probability of a personal interview between Petrarch and Chaucer, no one has doubted that in his use of the story Chaucer has followed, and followed very closely indeed, Petrarch's Latin version of it. Chaucer's version was probably written in 1373 or 1374 A. D. and required but little revision to make it suitable for one of the Canterbury tales. Into this collection it was fitted as the tale told by the Oxford student.

In the prologue to the Clerk's tale, beginning—

"Sir Clerk of Oxenforde," or hoste sayde,  
"Ye ryde as coy and stille as doth a mayde."

the host remonstrating at the clerk's continual air of meditation calls on him for a tale. To this the clerk replies—

There is, at the West syde of Waille,  
Doun at the roote of Vesulus, the colde,  
A lusty playne, habundant of vitaille,  
Wher many a toun and tour thou mayst biholde,  
That founded were in tyme of fadres olde,  
And Saluces this noble contee highte.

This land was ruled by a marquis whose ancestors had long ruled it before him. He was fair, young, strong, a good ruler, and was universally loved by his people, except in that he thought only of the present and its pleasures. His people after telling him of their great love and loyalty finally asked that he would marry.

They offered even to choose a wife for him from the noblest in the land in order that at his death the country might continue in the possession of his family and not be distracted by a change of rule.

From pity for the people the marquis, although he cherished his freedom, finally assented with, however, the one condition that he should choose his own wife; that, whoever she might be, no objection should be made, and she should be even treated as though she were the daughter of an emperor. At request of the people there was fixed a definite day on which the union was to be consummated. Orders were at once given for the preparation of the feast, and the castle became busy with anticipation of the great event.

Not far from the castle, within the marquis's domain, in a beautiful village lived some poor people who farmed the surrounding country. The poorest man in all the village, Janicula by name, had a most lovely daughter, Griselda, who, although reared without luxuries or, indeed, comforts, was one of the most beautiful maidens the sun had ever seen. The only stay of the declining age of her father, she worked early and late, spinning in the field while she guarded the sheep by day, and preparing herbs for sale by night.

Often in his hunting the marquis had taken notice of her and, recognizing her true worth, although others saw in her only a common peasant maiden, he had long determined to wed her, if he should ever deem it well to take a wife.

The wedding day approached and the arrangements for the festival were all completed; the palace was decked in festal array, the preparations for great feasting were made, the dresses and jewels for the expected bride were

ready. But no bride was found, it was 9 o'clock on the wedding day, the procession of grand lords and ladies had long been waiting, and the people began to lament, fearing that it was all a trick of the youthful marquis.

The village maidens were hastening to complete their morning tasks that they might see the new marquise when the grand procession should pass by. Griselda was performing her humble work among the cattle, when suddenly her name was called, and she saw the marquis standing at her side. He had come to ask from her father her hand in marriage, and, before the old man, astounded beyond measure, had collected his scattered wits, the bargain was made. Griselda's only part was to assent.

She was quickly despoiled of her old clothes, dressed in the gorgeous wedding garments by the great court ladies, crowned with gold, covered with jewels, mounted on a white horse, and led to the palace amid the rejoicings of the people; all before she had recovered her amid great joy, and the rich garments well became the wondrous beauty of the queen, who was so courtly and dignified that the people scarcely believed she could be the daughter of the poor Janicula.

And so discreet and fair of eloquence,  
So benigne and so digne of reverence,  
And coude so the peples herte embrace,  
That ech hir lovede that looked on hir face.

The second part of the poem closes with announcing the birth of a daughter to the marquis; although a son would have been more gladly welcomed, there was, however, great joy.

This child was yet young when a strange desire to tempt the steadfastness of his wife took possession of the marquis, in spite of the fact that it was wholly needless.

He, however, persisted, and in a long speech recalled to Griselda her low origin of which his people were ashamed, and, saying that it was necessary to do with the child as should be best, reminded her of her promise of perfect obedience.

The marquis feigned sadness, and sent a trusty retainer for the child, which was then taken away from his mother, who, sad even to the death, was yet meek and humble. The lord had commanded the child be carefully tended, and secretly taken to its aunt, the Countess of Panick, at Bologna. This plan was fully carried out, only the lord and his messenger knowing of it. Now frequently and unsuspectingly the marquis went to Griselda to see if she were at all changed, but he found her—

As glad, as humble, as bisy in serveye,  
And eek in love as she was wont to be,  
Was she to him in every maner wyse:  
Ne of hir doghter noght a word spak she.

Four years passed by until the birth of another child, a son, and the people rejoiced greatly at the advent of an heir to the realm. After two years more the desire of the marquis to tempt his wife again became paramount.

Again he reminded her of her humble birth, and said that his people could not have her son to rule over them. Her answer as before was humility itself:—

"But as yow list; nocht greveth me at al,  
Thogh that my doghter and my sone be slayn,  
At your commandment, this is to sayn.  
I have nocht had no part of children twayne  
But first siknesse, and after wo and peyne."

Again the servant came, taking the boy away as though he knew no compassion; out of Griselda's sight the child was carefully treated, and secretly conveyed to the aunt in Bologna. Again the lord watched for signs of rebellion but again found none. Yet, although his people began greatly to murmur against his cruelty, he continued in his course. The daughter was now twelve years old, and, feigning to have received a bull from the Pope allowing him to marry again, the marquis requested the aunt to bring the maid to Saluce in grand state as his new wife. The mother's heart had been tried to the fullest and now Griselda's wifely instincts were to be assailed. The marquis told her of complaints of the people, the bull of the Pope, and of the new wife already on her way, and commanded Griselda back to her father's house.

"And she answerde agayn in pacience,  
'My lord,' quod she, 'I woot, and wiste alway  
How that bitwixen your magnificence  
And my povert no wight can ne may  
Maken comparison: it is no nay.  
I ne heeld me never digne in no manere  
To be your wyf, no, ne your chamberere."

And in this hous, ther ye me lady made—  
The heighe god take I for my witnesse,  
And also wisly he my soule glade—  
I never held me lady ne maistresse,  
But humble servant to your worthinesse,  
And ever shal, whyl that my lyf may dure,  
Aboven every worldly creature."

"And of your newe wyf, god of his grace  
So graunte yow wele and prosperitee:  
For I wol gladly yelden hir my place,  
In which that I was blisful wont to be,  
For sith it lyketh yow, my lord,' quod she,  
That whylom weren al myn hertes reste,  
That I shal goon, I wol gon whan yow leste."

Sorrowfully she took off her jewels, her queenly dresses, and her wedding ring, and in her old ragged gown went barefoot back to her father's humble cabin. She was, however, accompanied by crowds of sympathizing folk, who cursed the cruelty of the lord. At her home she lived as she had done years before.

At the arrival of the Earl of Panick, bringing with great pomp and richness the new queen, to Griselda there came a message to come and see to the arranging of the palace for the advent. This was done and the people congregated about the palace saw the beautiful newcomer, while all went merry as a wedding should.

At last the marquis was satisfied:—

'This is y-nogh, Grisilde myn,' quod he,  
'Be now na-more agast me yvel apayed;  
I have thy feith and thy benignitee,  
As wel as ever womman was, assayed,  
In greet estaat, and povrelliche arrayed.  
Now knowe I, dere wyf, thy stedfastnesse,'—  
And hir in armes took and gan hir kisse.

And she for wonder took of it no keep:  
She herde nat what thing he to hir seyde;  
She ferde as she had stert out of a sleep,  
Til she out of hir masednesse abreyde.  
'Grisilde,' quod he, 'by god that for us deyd,  
Thou art my wyf, ne noon other I have,  
Ne never hadde, as god my soule save!

This is thy doghter which thou hast supposed  
To be my wyf: that other feithfully  
Shal be myn heir, as I have ay purposed;  
Thou bare him in thy body trewely.  
At Boloigne have I kept hem prively:  
Tak hem agayn, for now maystow nat seye  
That thou hast lorn non of thy children tweye.

Griselda at first could not comprehend the fullness of her happiness and, when she did, swooned for joy. She was taken by the ladies and again clothed with her dignity.

"And in a cloth of gold that brighte shoon,  
With a coroune of many a riche stoon  
Upon hir heed, they in-to halle hir broghte,  
And ther she was honoured as hir oghte."

Thus hath this pitous day a bli-ful ende,  
For every man and woman dooth his might  
This day in murthe and revel to dispende  
Til on the welkne shoon the sterres light.  
For more solempne in every mannes sight  
This feste was, and gretter of costage,  
Than was the revel of hir mariage.

Years now passed, the daughter married a great lord, the son ruled well in his time and "they all lived happy ever afterward." Thus the clerk's tale ended.

CLYDE BOWMAN FU ST.

(To be concluded.)

Poetry is the only verity, the expression of a sound mind speaking after the ideal, and not after the apparent.—Emerson.

Poetry ought to go straight to the heart, because it has come from the heart, and aim at the man in the citizen, and not the citizen in the man.—Schiller.

Poets and heroes are of the same race; the latter do what the former conceive.—Lamartine.



## Movements in English Education.

### III.

#### THE TEACHERS' SOCIETIES.

One of the papers in M. Ernest Lavis's *A Propos de nos Écoles* is a charming address which he delivered at the opening of a new elementary school at his old home in Aisne—"Au milieu de mes camarades," as he puts it, "et de mes amis d'enfance, dans ce pays auquel m'attachent tant de souvenirs chers et sacrés." He contrasts the grand new school with the humble little building which he remembered in his childhood, and he wonders what the old teacher, Père Matton, would have said if he could have seen the ceremony in which the younger generation of his scholars, already middle-aged, were taking part. "La République," exclaims M. Lavis to the teachers of to-day, "La République vous traite comme des princes."

There has, in fact, been an extraordinary change, both in France and in England, in the position of teachers since our grandfathers, or even our fathers, were boys. "During the last quarter of a century," wrote the Royal Commissioners on Secondary Education (the period under their review being that which had elapsed since the report of the Schools Inquiry Commissioners in 1867), "the position of the teacher has sensibly improved. His work is viewed by the public with ever-growing sympathy and respect. The new opportunities for the education of women, the increasing proportion of graduate teachers in all grades of school, and the efforts of educational societies have worked almost a revolution in the status of the teacher, and have given a higher tone and dignity to the whole profession."

How this has come about is a long story. The fact remains that it is so, and that teachers have never been so respected, have, as a body, never been so popular or so influential as they are to-day. The change draws attention to a question which is likely to become more important as the years go on, viz., What is the position which teachers ought to occupy in the economy of national life? The problem is thus put by the Secondary Education Commissioners: "The service which teachers render is one over which the State must in self-defence retain effective oversight; the provision of teaching and the conduct of education cannot be left to private enterprise alone. Nor, on the other hand, do the teachers stand in the same relation to government as does the civil service. Education is a thing too intimately concerned with individual preference and private life for it to be desirable to throw the whole of it under government control. It needs organization, but it would be destroyed by uniformity; it is stimulated by inspection, but it could be crushed by

a code. In the public service, where the chief object is administrative efficiency, the individual officer is necessarily subordinate; in education, where a chief object is the discovery of more perfect methods of teaching, the individual teacher must be left comparatively free. Every good teacher is a discoverer, and in order to make discoveries, he must have liberty of experiment."

Thus the position of teachers in the state must remain somewhat anomalous and exceptional. On the one hand, it will need constant readjustment to the central and local government; on the other hand, as a guarantee against political or administrative interference with their proper and necessary freedom, the body of teachers must be not only allowed, but encouraged, to strengthen their professional organizations. They can never safely become a branch of the civil service, because they would then lose liberty of corporate and political endeavor. On the other hand, the State can never afford to lose all control over the efficiency and completeness of their work. A sturdy champion of his own and his colleagues' independence, Mr. Thring, of Uppingham, used to ask how the State should deal with the teachers. "Should they be considered as skilled workmen engaged in work requiring consummate skill, who understand their work and are ready to do it, or as carrying out the instructions of a higher authority that understands the work which they merely execute as instruments?" The answer to both these questions ought to be in the negative. The work of the teacher in the modern state must be carried on under mixed conditions, partly of freedom and partly of control.

To secure for themselves, however, the due measure of freedom, the teachers must organize themselves into societies. Acting individually, they are powerless to protect themselves against forms of state or local interference which might paralyze their best work. We find, therefore, that, acting under the goad of a sure instinct, our teachers have rapidly strengthened their position by the formation of a number of large and efficient societies. As fighting bodies none of them can compare with the National Union of Teachers—the association of the teachers in public elementary schools. This can boast 30,000 members, and few changes in educational matters escape the notice of its watchful executive. It has much political influence, and played an important part in the great educational struggle of last session. Some observers resent its activities, dub it a trades union, and charge it with narrowness and party spirit. But, whatever may be the dangers of the situation, there is no doubt that the position which the Union now enjoys has been earned by unceasing effort

and devoted labor. To it, and almost to it alone, the country owes the destruction of vicious theories about state interference with the work of the elementary schools which were rampant twenty years ago, and are still cherished in a sneaking kind of way by many people who ought to know better. But victories of this kind are not bought for nothing. Fighters have not the virtues of students, and are apt, indeed, to lose perceptions which are necessary to the most far-seeing statesmanship. "Every country," says the proverb, "has the foes it deserves;" and when a critic dwells on the failings of the National Union of Teachers, it is well to remind him of the kind of policy against which the Union had so long to protest.

Secondary teachers in England have had less to fight against, and consequently their associations have been more dilettante and less easily mobilized for attack or defence. But the long peace is nearly over, and many secondary schoolmasters and schoolmistresses think they already hear the rolling of the drums before the engagement. Consequently they are forming line and preparing for action. But it must be admitted that some of their regiments would be none the worse for a little active service. The Headmasters' Conference, for example, is a dignified company. All the headmasters of the great public schools belong to it and direct what it is pleased to call its policy. But it stands for no consistent view of national education. When the eye runs down the list of its members, one recalls Disraeli's sarcasm about the front ministerial bench—"Call that a government! It is merely a row of competitors."

The Teachers' Guild is catholic to a fault. It embraces so many elements that it effectively represents none of them. It is a band of clashing interests, ably led by a group of far-seeing men and women, and voiced by the most influential journal in our educational press. The Guild has been and is one of the best influences in English education, but it is not strong as a fighting body.

The College of Preceptors has a great name, but it was never intended to be a militant organization. It has done good work, and is still faithful to its traditions. To it we owe one of the most promising attempts to establish a system of training for secondary teachers. Pedagogy still has an uncomfortable sound to English ears. But if the prejudice against the word ever vanishes, the credit will lie in large measure with the College of Preceptors.

It is to a number of smaller organizations, each representing a special interest, that the next educational Wellington will have to turn. The Incorporated Association of Headmasters, the Association of Headmistresses, the Preparatory School Association, the Association of

Assistant Masters, the Association of Assistant Mistresses, the Private Schools Association, and the Association of Headmasters of Higher Grade Elementary and Organized Science Schools—these are the societies which are in fighting trim and will be heard of as soon as the reorganization of secondary education is seriously taken in hand.

In the meantime they are all doing much to raise the standard of qualification in the teaching profession, and to diffuse more widely the necessary knowledge about educational policy. So long as they do not allow selfish motives of corporate interest to dominate their work, they will render valuable service to English education. They are strengthening the teacher's position, and securing for him (and we should add for her) the enjoyment of the freedom from preoccupation and ignorant interference which all good teaching needs.

A practical question which is being much discussed is whether the teachers, as such, should have representation among the proposed new local authorities for secondary education. The same problem is beginning to show itself in Germany, in the sphere of elementary education, while in France statutory provision is made for a form of representation which apparently meets all reasonable needs. In England the question presents itself in an interesting form. Speaking broadly, the universities are self-governing. Under statute and subject to certain limitations and appeals, the policy both of the universities and of the colleges is directed by the graduates themselves. To this, as to every other statement about English education, there are important exceptions; but it is not going too far to say that in the main the hand of the outside administrator, be he politician, civil servant, or county councillor, falls very lightly on any part of English higher education. Any administrative fingers which appear to itch for interference are apt to get a sharp rap from one or other of the watchful guardians of academic privilege. At the other end of the scale, the elementary school teacher is supposed to have no direct share in administration. His to obey, not to govern. But he has his revenge. His union is represented on each side of the House of Commons—represented with tact and un-failing knowledge. His executive officers well know their way to Whitehall. His weekly journal is alert and trenchant, and exults in any opportunity of trouncing a parson who bullies "his" teacher or a starveling country school board. And, though the elementary school teacher may serve on a board which employs him, there is no rule which disqualifies ex-teachers from election. The result is that on several recent occasions the teachers' nominee has been returned, by a great major-

ity, at the head of the poll. Thus the elementary school teachers at the present time have in substance more direct influence over Parliament and on local elected bodies than their colleagues at the universities.

Between the two extremities stand the teachers in secondary schools. Up to the present time they have had comparatively little experience of departmental control. The Charity Commission rarely inspects them, and its operations are rather a synonym for delay than for administrative interference. The local authorities who have anything to do with secondary schools come with gifts in their hands, and their interference, wherever it takes place, is voluntarily accepted by the teachers for the sake of the grants which accompany it. But when secondary education is organized, the color of these relations between the schools and the various authorities will quickly change. There are, consequently, many among the teachers who look forward to blunders and stupidities on the part of the new bodies which it is proposed to set up. "The trap," they say, "is well baited and prettily tied up with ribbons, but once we get inside it we shall hear very little more of honied words and pretty speeches. The power will be in the hands of men who, in regard to some of our most important interests, are our natural enemies."

Those who hold this opinion the most strongly are against any form of local, or, for that matter, of effective central, authority whatever. But others, who regard the evils of the present situation as so grave that new public authorities are needed to remedy them, hope to temper the policy of the new bodies by infusing into them some measure of teachers' representation. Against this scheme the cut-and-dried constitutionalist aims his sharpest arrows. He maintains that, were any such arrangement permitted, all chance of administrative purity in the actions of the new local authorities would be gone. Everything, he argues, would be wire-pulled by the teachers in their own pecuniary interests. The teachers' societies would invariably act, not in a disinterested spirit, but as mere trades unions for the furtherance of the selfish purpose of their members. The teachers' representatives would be present at the council board in order to screen inefficiency, to justify routine, to avert necessary reform, and to raise the scale of salaries.

On the other hand there are many who, though not unconscious of these perils, are yet convinced that of the two evils the exclusion of the teachers from all voice in the local and central administration would be by far the most injurious to the public interest. They argue that educational and administrative ex-

perience cannot be safely divorced. "Taken together and combined in one authority, knowledge of educational work and skill in public administration would supplement one another, correct one another's characteristic defects and form the most efficient instrument for guidance and control."

The relation of the expert to public elected authorities is one of the most difficult problems in democratic organization. Probably, on the whole it would be better, *as things are*, to devise some statutory form of teachers' representation on the local authorities, if any are soon created. The thing might be done by requiring each authority to submit to the central department a scheme showing how it proposed by co-optation to secure the due representation of the various forms of educational experience. But if, as seems not improbable, legislation on secondary education is put off for a few years, the matter may settle itself by the gradual permeation of more pedagogical knowledge among the administrators, and of a clearer perception of administrative difficulties among the teachers. If the natural course of things produces administrators with a real knowledge of educational methods, and teachers with a sympathetic understanding of the problems of administration, we shall have no occasion to invent a new-fangled and hybrid form of local authority which might too easily lend itself to mischief and misuse. X.

London.

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Ordinary baldness has proved to be the work of a species of microbe. A French chemist, M. Labouraud, has got upon the trail of this particular bacillus, and has obliged him to reveal the secret of his operations, which are as surprising as they are objectionable; for he does not make his sphere of activity the bulb at the root of the hair, as might be suspected; his methods are not so straightforward; we have to do, not with an assassin, but a poisoner. He establishes himself in the small glands whose function it is to secrete a natural pomade, and in this place of vantage distils at his ease a special poison which is the direct cause of baldness. To prove this it is only necessary to make a culture in bouillon, filter off the microbes, and inject a liquid containing them under the skin of a rabbit—an Angora rabbit, if you like—when he will infallibly and rapidly be transformed into a somewhat shapeless billiard-ball. Out of consideration for those who still have heads of hair, it should be said quickly that not every one's head is a good culture bouillon for this particular creature; that women particularly offer him very little encouragement; and, finally, that there still seems to be something to discover before we have complete knowledge as to why we go bald. We are indebted for these interesting facts to *l'Illustration*.

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Il n'y a pour l'homme que trois événements, naître, vivre, et mourir; il ne se sent pas naître, il souffre à mourir, et il oublie de vivre.

La Bruyère.

### Books.

THE EMPIRE OF THE PTOLEMIES. By J. P. Mahaffy. London and New York: Macmillan & Co., 1895.

"To Egypt 'tis a long and toilsome road." With these words from the *Odyssey*, Polybius accounts for the difficulties that beset a writer on Egyptian history. If this was true in the second century before Christ, when Egyptian history was in the making, much truer is it to-day, when such history is a thing of the remote past. And the student of his kind can only be grateful to a scholar who undertakes the wearisome journey, and succeeds in bringing home rich spoils, won in large part by his own efforts. Such a traveler we have in Professor Mahaffy, and such spoils in his latest book, "The Empire of the Ptolemies."

Of all the successors of Alexander the Ptolemies were the ablest, and founded the most enduring empire, through which, more than through any other medium Greek science and letters were first conserved, and then passed on to Rome,—through Rome to reach the modern world. Professor Mahaffy has given us a thoughtful study of this empire in a book which is in many respects the most valuable that has come from his active pen. He has attempted—and we use his own words—unbaffled by the "scantiness of our miserable sources," "to write a human history of Egypt" [in the Ptolemaic age] and to "draw a living picture of the men who swayed this wealthy kingdom so long." He has already written much on the Greeks of antiquity—their history, literature, institutions, ideals, morals and manners,—but usually at second hand, as the popularizer of knowledge gathered by the pedants for whom he has a hearty scorn. Here, however, he makes original contributions to the subject in hand. Circumstances have caused him to become one of the first of British authorities on the Greek papyri of the Ptolemaic period, and his native gifts as a writer—his insight, his wit, his pungency and his skill in orderly and vivid presentation—lend to his work on Egyptian history, which owes so much to the papyri, an exceptional interest and value.

In thirteen chapters, the substance of which was originally written as lectures for the history class at the University of Dublin, the author passes in review the careers and personalities of all the Ptolemies, from Soter, the founder of the line, to the fateful Cleopatra. While well-known facts have not been neglected, especial attention has been given to such aspects of the history of these monarchs as have received illumination from recent discoveries and discussions. This fresh light has

been obtained not alone from newly found papyri, which, while now and then yielding a literary treasure of great value, have to do for the most part with trivial matters of financial administrations or judicial process, but also from that reëxamination of the traditional sources of information, the ancient texts, which is going on all the time.

In especial, the character and achievements of the mighty Ptolemy Soter, of Philadelphus and of his sister-wife Arsinoë, and of the enigmatical Euergetes have an attraction for our author, and his sketches of these rulers are examples of excellent historical writing. In his account of the later princes, where the sources of information are chiefly literary—Polybius, Plutarch, Josephus—Professor Mahaffy shows dramatic power of a different quality. The main currents of political life and activity in Egypt; some of the features of the great intellectual movements of the times; in particular, the services to literature and science of the various rulers, chiefly in the establishment and maintenance of the Alexandrian Museum, Library, and other kindred institutions; manifold details in the life of the humbler folk, civic and military—all these matters, for the three centuries preceding the Christian era in Egypt, engage our author's attention, and are set forth in a lucid style and with a due regard for proportion. There is an excellent chronological table, a full index, and many admirable wood-cuts of coin-types. Scholars will welcome the publication here, in a convenient form, of the Greek text of the Decree of Canopus (San Stone, 238 B. C.) and of the Rosetta Stone (196 B. C.), with the author's learned and judicious notes, not to speak of numerous extracts from papyri.

The defects of the book are for the most part such as inhere in the subject. An epoch in Egyptian history about which our information is miserably scant cannot be made, at least by the conscientious historian, as interesting as one for which our sources flow abundantly. The scenes that pass before our author's eye are altogether too numerous and varied for all of them to be caught and reproduced with equal fidelity and effect. It is an easy task for a critic to point out what seem to him omissions in another's work. That the intellectual and moral life of the age—in its philosophical and religious aspects, especially in relation to the birth and early history of Christian thought—is not more fully treated in this book is a disappointment, for which the fact that the author has elsewhere considered some phases of it is hardly a compensation. Professor Mahaffy does not let us forget that he is an Irishman and a clergyman; indeed, in a book from his pen we should sadly miss the familiar and



apposite citations of modern instances, mostly Celtic, in illustration of ancient usage, together with the frequent fling at the æstete, the pedant, and "the Greek scholars in our universities."

The book is carefully printed, and of typographical errors few are misleading. Among the errors we must, however, note at least the following for correction: On p. 54, H. Collitz (not N. Collitz), and on p. 109, Th. Schreiber (not M. Schreiber) are meant. On p. 473, B. C. 39 should be B. C. 36; on p. 433, middle, read "made" for "make." The Philippeum at Olympia (p. 136) was hardly set up by Philip. On p. 76, from the *ἀντιβουλεύων* of Dio Cassius we might draw a conclusion exactly the opposite to that drawn by Professor Mahaffy. And a purist is vexed at seeing *Sylla* and *coelo* on the pages of a carefully printed book.

This is hardly the place in which to take our author to task for the use he now and then makes of his evidence, forcing it beyond its proper limits. For the most part, however, we owe a debt to his independence and originality, qualities which in this book lead him to the truth oftener perhaps than in some of his earlier writings.

The 'Empire of the Ptolemies' is a book which no serious student of history can afford to ignore, and is full of instruction, as well as of entertainment, for every reader.

JOHN H. WRIGHT.

Harvard University.

TRUMPETS AND SHAWMS. By Henry Hanby Hay, author of 'Created Gold and Other Poems,' Philadelphia: Arnold & Co., 1896.

Mr. Hay is no stranger to readers of contemporary poetry, and his volume 'Created Gold and Other Poems,' published a few years since, will be recalled by many for its originality and for the favorable comment which it excited on this side of the water and particularly in England. As to the volume before us, we are peculiarly fortunate in the possession of an interesting and appreciative introduction from the pen of Mr. Hay's friend and fellow Manxman, the distinguished novelist, Mr. Hall Caine. We have thus before us not only some of those little hints and details that go to give a personal atmosphere to a book; but we have likewise a frank and honest appraisal of its character, a suggestion of the place of this "full-freighted craft on the ocean of song." Mr. Hall Caine, considering the possible poetical treatment of material arising out of the historic past and the picturesque present of such a spot as his native island, distinguishes "the dramatic method," and the "scenic manner." The latter he claims to be peculiarly Mr.

Hay's. Take this bit of vivid description as an instance in point:—

"I close my eyes and face the setting sun,  
And with my shadow, so my thoughts slip back.  
I see a bow-bent bay, an old red pier  
Set in a cold and ever restless sea.  
Behind the pier, the cluttered market-place,  
Hemming a stunted church; and round the church  
A dozen cart-wide, elbow-bending lanes,  
With corners safed by old guns set on end."

Or again:—

"Picture, before you read this simple tale,  
The glistening smoothness of a precipice;  
The narrow sheep-path cut across its breast,  
A fenceless razor-blade, scarce two feet wide,  
And half-way down, 'tween slipping foot and death,  
A stunted pine, loose as an old man's tooth."

The first of these selections is from a poem entitled 'One by the Sea—A Boy,' of which we are not certain that it is not one of the best of the book, for its fervor, directness, and perfectly clear presentment. Yet if the reader will continue the poem entitled 'Robert, the Guide,' of which the second quotation above is the first few lines, he will probably take issue at once with the inference to be drawn from Mr. Caine's words, and claim for Mr. Hay not a little of the "dramatic method." The author is solicitous of success in this direction if we mistake not, witness the suggestive, but somewhat lurid poem entitled 'Leaves from a Woman's Life.'

This volume of verse is by no means restricted in theme or in manner, and nothing could be wider of the mark than to describe it as of that class of local verse in which the poet, tethered by those invincible ties that bind to home, to reminiscence of self and to a narrow circle of intimates, sings like a captive bird again and again the beauties of his cage, its sanded floor, and smooth and polished perches. Though Mr. Hay was born in Manxland, he has come out of it long since into the open American world, bringing with him tender and hallowed memories and delighting, like every true son, no matter what his country, to return and drink in again the present beauties of his countryland. If anything is to be said of Mr. Hay's choice of themes, it must be in recognition of his range of subject with perhaps not a little wonder at his daring. Thus Mr. Hay has dared to ignore the accepted tradition that Sophocles answered the impeachment of his son Iophon before the Phratores by reading the parodos of his 'Œdipus at Colonus,' to give us in place "a portion of the newly-finished tragedy, entitled 'Achilles,'" as to which it may be surmised that a similar triumph to that of tradition might not have ensued. In his previous volume, Mr. Hay hazarded an act precedent to Hamlet, entitled 'Hamlet at Wittenberg.' In the present book he has given us a



soliloquy subsequent to 'The Merchant of Venice,' a thoughtful and eloquent monologue of the despised and broken Shylock, not in the least, it is true, the Shylock of the play, but a refined and subtilized product of nineteenth century casuistry in criticism. Mr. Hay has not only thus touched—or retouched—the characters of Shakespeare, but he has represented to us Shakespeare himself, 'On London Bridge,' in a poem of great originality and strength.

'Trumpets and Shawms' contains many appreciations of nature, though usually in nature's reaction upon man; dramatic idyls such as 'Robert the Guide,' mentioned above; historical balladry, on an old theme, enee; lyrics, such as 'Purgatory,' which combines two brightly contrasted little sketches in the pre-Raphaelite manner, and such as 'The Song of the Vignette,' in which is essayed with success the lightness of the Villanelle. Mere music is evidently far from Mr. Hay's purpose; he is of that class of poets that approach the temple of the goddess of poetry by the ways of truth, and hence it is that the reader at times finds himself in difficulty in following the subjective processes of the author's thought. Poems like 'The Lowest of Heaven Arose' and 'Time's Circle Widens Through Eternity,' though containing much of the best and most distinctive work of their author, are difficult productions, doubtless worthy of much study, but gnarled and knotted with a truly Browningsque involution and contortion of thought. Happily this is only one of Mr. Hay's many moods, and we confess that we prefer him in some others. Without hazarding comparison or prophecy, the following stanzas from the noble threnody, which concludes this volume, may be read to show that Mr. Hay is well past the period of mere promise and in the midst of the harvest of fulfilment.

With what compare thee? On the wings of song  
If I might steal a shadow of thy grace,  
I would compare thee with the joys that throng  
Thy now enraptured place.

But like a bird I strike the walls of time,  
Interrogating wood, and earth, and sea,  
"Have ye no royal children? can ye send  
No serried chieftain, lords of the sublime  
To swell the pageant of his threnody?"  
My friend! Alas! My friend!

"None," answers Earth, from out her shimmering  
palace,

While colors flashed and iridescence stirred;  
I have befitting gems for crown and chalice,  
None rarer than his word.

I have red rubies, prince of jewel kind,  
adamant which flashes back the glow  
Of morn, but not in gem nor jewel blend  
Such playful flames as kindled in his mind  
Purely surpassing all my flash and flow.  
My friend! Alas! My friend!

But he is crowned, in that let me rejoice,  
In that I conquer space and pass the bar.  
He tastes the amaranth, he hears the voice,  
He comes where poets are.

All that I am is thine; what I may be  
Is thine, inherited from days of yore,  
For I have shared thy rich humanity,  
O Master, gone before.

Farewell to fellowship and eloquence,  
Farewell, my higher self, my source, my spring,  
All these expired with thy passing bell;  
A little longer be the things of sense,  
A little while I struggle, toil, and sing,  
And then no more farewell.

F. E. S.

LAST DAYS OF KNICKERBOCKER LIFE IN NEW  
YORK. By Abram C. Dayton. Illustrated  
Edition. G. P. Putnam's Sons: New York  
and London, 1897.

A marked feature of modern American life is the renewed interest which men and women of to-day take in all that relates to the last century and to the earlier years, of this, an interest which has not only found expression in the formation of the numerous patriotic-hereditary societies that have sprung up all over the land, but has given rise to a distinctly American literature, which is legendary and reminiscent as well as historic. This literature, whatever may be said of some of its individual shortcomings, is one of the most wholesome features of our present life. Not less leveling to a nation than to an individual is the absence of ideals; consequently, although valid objections may be made to the excess of the modern tendency toward "ancestor worship" and undue veneration for the past, even such exaggeration is more salutary than the general indifference that characterized a long stretch of years between the establishment of the new government in 1789 and the centennial of the Declaration of Independence in 1876. It is to be regretted that during this interval much important material was destroyed, which would be invaluable to the historian and biographer of to-day.

Deeply impressed with the importance of preserving for future generations the distinctive characteristics of a social life, both unique and picturesque, Mr. Abram C. Dayton, of New York, more than twenty years since, transcribed his own early recollections of the old Dutch life and customs of his own city. These valuable reminiscences have been gathered together by Mr. Charles W. Dayton, son of the writer, in a handsome volume, entitled 'Last Days of Knickerbocker Life in New York.'

Although Mr. Dayton touches somewhat upon public affairs and describes old landmarks and buildings, his most attractive paragraphs are those that refer to the home life and customs of a thrifty and domestic community. In speaking of the Knickerbocker's strong love for

his home, he gives us the following picture: "This home was an heirloom, not valued in the light of an estate to be converted into money, but priceless as having been the ancestral abode; no matter how humble in dimensions or appointments. The idea of change in the massive, bulky furniture was never dreamed of, continuous use only made each familiar piece more highly prized; a fixed abode and a consistent, unvarying mode of living entered strongly into the Knickerbocker notion of family pride or aristocracy; they abhorred everything vacillating. They looked with distrust on such as were here to-day and stayed somewhere else to-morrow, deeming they possessed no terrestrial anchorage upon which to base any claim to respectability. The social circle was made up from friendships rather than by mere acquaintances; and while there was no lack of hospitality there was a seclusive sanctity attached to the idea of home, which bound it effectually against any who were not duly accredited as worthy."

Mr. Dayton tells of old hotels and eating-houses, of the "oyster balloon" and the evolution of the modern Delmonico restaurant from a small shop on William street, where, at a half dozen pine tables, the *chef* in a white paper cap officiated as his own *garçon*. "By slow stages," says the narrator, "the courteous manner of the host, coupled with his delicious dishes and moderate charges, attracted the attention, tickled the palate, and suited the pockets of some of the Knickerbocker youths, who at once acknowledged the superiority of the French and Italian cuisine as expounded and set forth by Delmonico. It must not, however, for a moment be thought that the new converts from the plain roasted and boiled doctrine to the new rich gravy faith, plunged at once into the vortex of the elaborate and expensive spreads, now every-day affairs on Fifth Avenue. By no means was such the case; their visits were at wide intervals and mostly confined to Saturday afternoons, when the good folks were almost certain to be at home laying out their Sunday clothes. Two or three would agree to meet at the café for the purpose of indulging in a light French entertainment. On these occasions unusual secrecy was indispensable, for, if detected, we were certain to incur the marked displeasure of our grandmother, and to be soundly berated in the first place for our foolish extravagance, and secondly, pitied for our lack of taste by giving preference to 'such vile greasy compounds,' which we were assured would destroy our stomachs; while if we dared to mention the cool, refreshing '*vin ordinaire*,' that delightful beverage was denounced as a miserable substitute for vinegar.

"Still, in spite of the well-meant warnings

we repeated our visits whenever we could do so with safety, and were warranted by our limited supply of 'pocket-money;' and yet further, with what our old foggy ancestors would have pronounced unprincipled influence we inducted others into the secret that good things to eat could be had at the cook-shop on William street."

New York was not, says Mr. Dayton, a very gay city until the advent of what he calls the "Teutonic horde," which brought in its train dancing, singing, and "Lager." Stately tea drinkings, when the refreshments were handed, seemed to satisfy the social requirements of the elder members of the community, while for the younger there were occasional sociables held in the "Ladies' Dining-room of the City Hotel."

Interesting chapters of this book are those that refer to the theatre, when such histrionic stars, foreign and native, as the Wheatleys, Placides, Charles Kemble, Ellen Tree, Fanny Kemble, the elder Booth, and J. W. Wallack delighted New York audiences upon a stage illuminated by oil lamps and candles. Of Niblo's Garden, Mr. Dayton speaks, when it was a veritable garden surrounded by a paling fence and large trees. Under the shade of these trees by day, and at night by the light shed by lanterns hung upon them, Mrs. Niblo with her own hands dispensed ices and refreshing drinks to the belles and beaux of New York.

Quaint and graphic is the author's treatment of his subject, and on closing the book we feel that in the telling of his story he has accomplished his object, which was to place a faithful picture of the old New York of his recollections before the children of the greater New York of to-day.

ANNE HOLLINGSWORTH WHARTON.

A HISTORY OF ROME TO THE DEATH OF CÆSAR. By W. W. How, M. A., Fellow and Lecturer of Merton College, Oxford, and H. D. Leigh, M. A., Fellow and Tutor of Corpus Christi College. Oxford, London, and New York: Longmans, Green & Co., 1896. 8°, pp. 557, with numerous illustrations, maps and plans.

In fifty-two chapters Messrs. How and Leigh, of the University of Oxford, have given us an admirable outline of the history of republican Rome. In four preliminary chapters we obtain a glimpse of the geographical and ethnological conditions of Italy, as the scene of Roman greatness. The Legends of the Kings and the Regal Period are treated succinctly but with scientific accuracy. The unhistorical character of the legends is well brought out, and the

causes of their growth, assigned on the one hand to the natural and popular desire for an historical explanation of old myths and on the other to the equally great desire to explain the origin of archaic usages and institutions. The influences of symbolism, of fixed places of worship, and of the Greek historical novelists are well outlined. At the same time justice is done to the scattered fragments of truth preserved in these interesting legends, which are themselves elements of history, because of their influence in moulding the characters and directing the ambitions of the citizens of ancient Rome. It will not do any longer to be satisfied with Niebuhr and with Sir George Lewis; recent archaeological researches into the early buildings of ancient Rome reveal glimpses of a very early growth, while the science of comparative law has shed no little light on the original institutions of the City. We know now that the massive architecture of the walls and sewers and temples of earliest Rome was the work of those master-builders of Italy, the Etruscans, and that the most distinctive institutions of Rome,—the family, the king, the senate, the “fathers,” the tribes, the *curiæ*, the *gentes*, and the *comitia*,—are of purely Latin origin, though more or less affected by foreign influences in the course of their development. The perusal of these chapters cannot but be useful to every student of early Roman history, and will revive an interest in it even among those well acquainted with the main outlines of that dim but important epoch in the story of the kingliest people of antiquity.

The same method is applied to the institutions of the early republican period; and the origin of the consulate and the imperium, the development of patrician government, the struggles and secessions of the plebeians are luminously set forth in excellent paragraphs. Especially pleasing are the pages on the tribunate and the agrarian laws. The republican legends of Coriolanus, Cincinnatus, and the Fabii meet with much the same treatment as the regal legends. Here, as in many other places, our authors follow very closely the views and conclusions of Professor Mommsen, *clarum et venerabile nomen*, but yet not infallible, as Freeman has shown in his famous review of the Roman histories of Mommsen and Ihne. The destruction of the written records of the City by the Gauls (390 B. C.), may account for the legends of the kingly period, but one must move with caution when he approaches that date, lest he be imperiously obliged to reject real battles, leagues, alliances, etc. Frequently the so-called legends rest on the same or as good authorities as the accepted facts, and are excised from history only by a process of internal criticism, that acts like a cancer, demand-

ing constantly fresh material, and eventually leaving behind it only wreck and ruin.

The codification of the city law, the decemvirate and the censorship, the advance of the plebeians marked by the Valerio-Horatian laws, the legalization of marriages between patricians and plebeians (*Lex Canuleia*, 445 B. C.) the local wars with Fidenæ, Veii, the Æqui and the Volsci, the story of Camillus, lead us through a mass of interesting detail to the capture of Rome by the Gauls (390 B. C.), and the terrific defeat of the Romans on the rivulet of the Allia. Fifty years later by discipline and superior arms they had driven the Gauls out of Italy, and gained from their invasion an indirect benefit in the destruction of the hitherto strong Etruscan state, which went down forever in the long conflict waged upon its territory.

During the following century the history of Rome was again dominated by the struggle between the patricians and the plebeians; this time rich plebeians and bolting patricians attacked the stronghold of patrician privilege, and eventually (300 B. C.) secured absolute equality for the plebeians before the gods and men, by opening to them the sacred colleges of augurs and pontiffs. Yet the victory was only a specious one; in place of the caste of birth arose the caste of wealth, and the richer classed gradually monopolized all the city offices and composed the Senate, which is henceforth the guiding power in Rome, and to which she owed the mastery of the Mediterranean, boundless prosperity at home and honor abroad. During this period went on, as though the City had no internal dissension, the Samnite, Etruscan, Hernican, and Latin wars. When they closed (290 B. C.), Rome was ready to turn her attention to Southern Italy, where the Greeks pretended to divide with her the empire of the peninsula. By 271 B. C., Pyrrhus was driven home to Macedonia, and the long struggle between Rome and Carthage had entered upon its earliest phase.

A valuable retrospect (pp. 131-149) prepares the way for understanding this greatest of historical dramas, by exhibiting the constitution, resources, and organization of the two great states. The scene of Rome's growth changes now alternately to the great islands of the Mediterranean, Northern Italy or Cisalpine Gaul, the eastern shores of the Adriatic, Duilius, Flaminius and the Scipios divide the interest with the commanding personalities of Hamilcar Barca, Hasdrubal and Hannibal, with whose capture of Saguntum in Spain (218 B. C.), the last phase of the Punic struggle for greatness set in.

The crossing of the Alps by Hannibal, the battle of the Trebbia, and the battle of Cannæ

(216 B. C.), roused the courage of Hannibal, and seemed to promise him final victory on the Tiber. We cannot agree with the Mommsenian phrase (p. 181) that Hannibal's passage of the Alps and Italian campaign was one of those tremendous sacrifices "justified by success and success alone," but we can admire the vivid description of the battle of Cannæ (p. 194-198). The defeat of Hasdrubal at the Metaurus (207 B. C.) and the battle of Zama on Carthaginian territory changed the tide of victory, and left Roman patriotism, discipline and unity superior to the wealth and the endurance of the great African merchant city. The natural result was the conquest of Spain by the Romans, in which all resistance was broken by the fall of Numantia (133 B. C.).

The interval between the second and the third Punic wars is filled up with equally gigantic conflict. The remnants of Alexander's empire in Macedonia and Greece proper, in Egypt and Asia Minor, sell dearly their ancient glory. But Philip and Perseus, the Greek leagues, Antiochus, could not withstand such leaders as Flaminius, Scipio Africanus, Aemilius Paullus, and Metellus, and so the battle of Cynoscephalæ (197 B. C.), of Thermopylæ and Magnesia (191-190 B. C.), of Pydna (168 B. C.), and the destruction of Corinth (146 B. C.) left the Mediterranean a Roman lake, and completed practically the conquest of the world, which in a sense had been forced on Rome.

The religious and constitutional history of Rome in this period is equalled only by the narrative of its politics and administration, its social and economic problems, the causes of the fall of the republic, the splendid episode of the Gracchi, and the Jugurthian war (pp. 287-371.) The slave wars in Sicily (103-99 B. C.) and the social wars (91-88 B. C.) left the field open for the display of personal ambition furnished by Marius and Sulla. The battle of Chaeronea (86 B. C.) relieved Rome of the fear of Mithridates and the fall of the neighboring Præneste (82 B. C.) left Sulla completely master of the situation. The decree of destruction, the "curse of Sulla" went out against all Samnium and Etruria, and the wasted lands bear yet the burden of that awful doom.

The proscription of Sulla, the war of the gladiators under Spartacus, the insurrection of Sertorius, the final effort of Mithridates, give color to the closing years of the century.

Pompey, Lucullus, Crassus, the pirates of the Mediterranean, fill now the pages of Roman history. Syria and Judæa enter thereon, and the great figures of Cicero and Cæsar dominate the declining years of the republic. Party struggles, conspiracies, electoral corruption, military prestige, financial embarrassments, were the elements that brought about the first

great triumvirate, the coalition of Pompey, Cæsar and Crassus (60 B. C.), followed by the marriage of Pompey to Cæsar's daughter, the murder of Cicero, and the removal of Cato from Rome. The conquest of Gaul (58-51 B. C.) made Cæsar the foremost figure in the state. The death of Crassus at Carrhæ in Mesopotamia (53 B. C.) left Pompey and Cæsar sole rivals, the death in the previous year of Pompey's wife Julia having removed the last bond of union between the two. Civil war soon broke out; Pompey was slain at the battle of Pharsalus in Thessaly (48 B. C.), Cato at the battle of Thapsus in Africa (46 B. C.), and with the victory of Munda in Spain (45 B. C.) the last remnants of the party of Pompey were scattered, and the power of Cæsar established on the ruin of that of the Senate, *i. e.*, of the Republic. The last chapter of this excellent work summarizes the career of Cæsar as sole ruler; his dictatorship and tribunate were made perpetual, the Senate was degraded to the position of his council,—in all the departments of political activity Cæsar was supreme. He was planning great reforms for the City and for Italy, political, moral and social reforms, when he was assassinated in the Senate, and expired at the base of Pompey's statue.

The book of Messrs. How and Leigh is profusely illustrated with excellent architectural views and historical landscapes, coins, weapons, sepulchres, portrait busts, inscriptions, epitaphs, and Roman curios of general interest. Several lithographed maps serve to orientate the reader in the topography of the republic and the empire, and a number of maps and plans in the text make clearer the many pictures of battles and sieges. The illustrations are taken from authentic archaeological remains, mostly from the British Museum, and the maps from excellent works like Davidson's editions of Cicero and Polybius, or Kramer's Cæsar.

One will not find here any treatment of the Roman literature, because it is too vast a subject to be treated incidentally, and really at Rome "never touched the heart of the people." But one will find an excellent account of the wars of Rome, the history of the Roman army and navy, and the evolution of the constitution of the Roman state.

It is written in terse, vigorous, picturesque language, with a constant adaptation of the technical Latin to modern English, and is well deserving of a place in the library of every high or normal school, as well as in that of every college or university.

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### Book Notes.

'Philadelphia's Better Self' is the title of an attractively printed and bound volume which, in its eighty pages, presents some interesting facts concerning the moral and religious life of the city.

Every one does not know that in five years Philadelphia erected more buildings than New York, Boston, and Baltimore together, or that Philadelphia has now nearly as many houses as both New York and Chicago, whose combined population is nearly three times that of Philadelphia. Two-thirds of the buildings in the city are two and three-story dwellings. Only  $4\frac{1}{2}$  per cent of the population live in houses containing more than ten people, as against the proportion of 50 per cent in Chicago and 66 per cent in New York. There are ten times as many resident land-owners in Philadelphia as in New York.

Philadelphia surpasses other great cities of the country in its proportional number of churches; it has more children and teachers in its Sunday-schools than either New York or Chicago.

The book is published by the Young Men's Christian Association of Philadelphia. This society, which is larger than any other of its kind except two, is described at length; the opportunities, activities, and needs of the Association are outlined, and a statistical report of the work for 1896 is given in an appendix. The book is well indexed, and illustrated.

A new series of military books, entitled the 'Wolsley,' is to be brought out in this country by Charles Scribner's Sons. The first volume, to appear almost immediately, will bear the title, 'With the Royal Head Quarters 1870 to 1871.' It is a personal account of the experiences of the staff of the Prussian army during the great Franco-German War. The second volume is to be entitled 'Letters on Strategy.' Among the subsequent volumes will appear one on 'Napoleon as a Strategist,' and another on the 'Art of War.'

A volume of great importance to students of Greek philosophy, 'The Early Greek Philosophers,' is about to be published by Charles Scribner's Sons. All the existing texts, including even small fragments, have been carefully collected and edited by Professor Arthur Fairbanks, of Yale University.

The latest evidence of Professor Saintsbury's courage and energy is his undertaking the editorship of a new series of literary histories, called 'Periods of European Literature,' and the authorship of two of the twelve volumes composing it. The first volume to appear is from the hand of the editor, 'The Flourishing of Romance and the Rise of Allegory' (Charles Scribner's Sons). It is the second in the series as planned, Professor W. P. Ker's 'The Dark Ages' being the first. The object of the series is to supplement the histories of the several literatures of Europe "by something like a new 'Hallam,' which should take account of all the simultaneous and contemporary developments and their interaction." "All its volumes have been or will be allotted on the same principle—that of occasionally postponing or antedating detailed attention to the literary production of countries which were not at the moment of the first consequence, while giving greater prominence to those that were; but at the same time never losing sight of the general literary drift of the whole of Europe during the whole period in each

case." If Professor Saintsbury is able to carry out this plan with even tolerable success, his work will be welcome. With the intense specialization of modern language study, there is danger that the student will not be able to see the wood for the trees; and it is well that literary relationships and international influences should be clearly brought out.

The first volume covers the period from 1100 to 1300, and treats of the Chansons de Geste of the twelfth and thirteenth centuries, the French and English Romances, the German Epics, the Norse Sagas, and the literatures of Spain, Italy, and Greece. Only such regard is paid to philological detail as is demanded by a scholarly treatment of the literatures of the period. Although it is impossible to treat them with the fullness they merit, Professor Saintsbury gives a survey of the field without neglecting the important landmarks or confusing us with a multiplicity of details.

The study of church history is so essential to a correct understanding of other fields of history that we welcome all attempts to make it more popular. The most recent series having this purpose is 'Ten Epochs of Church History,' edited by Dr. John Fulton (The Christian Literature Company, New York). This aims to place before the general public the most important periods in an attractive and scholarly form. The price is remarkably low, the volumes well bound, the matter interesting. Four volumes have already appeared.

Dr. Du Bose, of the University of the South, has written Volume III, 'The Ecumenical Councils.' In his preface he says: "The present volume does not profess to be properly a history. In so far as it is historical it is neither critical nor original. \* \* \* It is properly an historical study of the growth and formation of the catholic doctrine of the person of Jesus Christ—that is to say, of that personal union of the divine and human in our Lord—which makes Him the supreme object of our spiritual and religious interests. It has not been thought best, therefore, to prefix a critical historical apparatus, which, as a matter of fact, has not been used."

It seems unfortunate that in such a series the author should have adopted this plan for a volume. In his treatment of heresies, which fills the greater part of the volume, he leaves much to be desired. His fitness for discussing them impartially may be estimated by his statement that "the Trinity is primarily a fact, and not a doctrine." Throughout the volume there is too much special pleading to suit any one who does not hold the same views as Dr. Du Bose.

Dr. Marvin R. Vincent has prepared Volume V, 'The Age of Hildebrand,' in which he includes the period from 1049 to 1303. The first quarter of the volume is devoted to Hildebrand and his activity; the remaining three quarters describe the results of his work. The period is too extensive to be treated properly in a single volume of 437 pages. But Dr. Vincent has done his work very skillfully, and the result as a whole is good. It would be unjust to criticize defects of proportion or omission where the task was so difficult and the execution so satisfactory. Furthermore, the volume is supplied with a carefully classified bibliography which will enable a student to carry on his study along the different lines which may interest him. In this bibliography the section on universities is incomplete, as neither Denifle nor Kaufmann is mentioned. We ought to add that the author writes with a strong bias, and views everything from his uncompromising, Protestant, nineteenth-century standpoint.



Volume VI, on 'The Age of the Crusades,' is by Dr. James M. Ludlow, and is the least satisfactory of the volumes issued thus far. The author shows by his bibliography that he is not familiar with the recent literature on the subject. This fact becomes more apparent when we find him making mistakes in his statements and gravely repeating old fables which have recently been disproved. These defects are due, as already stated, to the fact that he has not kept abreast of the latest literature on a subject which has been receiving great attention from many scholars in the last twenty years. The result is an interesting but inaccurate volume. Compared with Archer and Kingsford's 'Crusades,' a volume of about equal length and of equally popular tone, it is very unsatisfactory.

Volume VIII, 'The Age of the Great Western Schism,' by Clinton Locke, D. D., covers a period so full of action, of variety, of personal struggle and dramatic incident, that it can hardly lack interest, whether in other respects it attains success or failure. The glory and the shame of the Papal rule at Avignon, the Fall of the Templars and the Black Death, the great Schism and the great Councils, Wycliffe and Huss, mysticism and the Inquisition, are subjects of perennial interest, which have given occasion for every form of historical study from intensive monographs to the most superficial and worthless of polemic abuse. The book lies at neither of these two extremes, being much further from the latter than are most works written by clergymen for clergymen. It is not abusive, except for the men and the principles which all parties unite in abusing, nor is it polemical except in as far as all history written with a settled determinate group of approved standards—written with any other object than the purely historical one of understanding the epoch studied—is polemical. Superficial it is, of course; the author gives no evidence of other than a second-hand knowledge of the subject, but it is a subject where the first-hand books are numerous, good, and accessible, and they seem to have been used in this case, on the whole, carefully. Such work is by no means useless. Without the interest that a use of the original sources always imparts to a book, without the elevating and maturing influence of a full, thorough study of a given period, it is yet an easy, concise, fair-minded narrative of the events, a description of the institutions, and a criticism of the men of an important period of later mediæval history, which must be of value to many who cannot get the higher enjoyment or greater profit of historical writing of the former classes.

The *London Bookman* says: "The Clarendon Press has undertaken a work of important magnitude and scope in the complete edition of the classics of Great Britain. The form of the volumes, it is said, will be the best that modern presswork can give. It will be interesting to follow the discussion of the works which may properly be placed among the classics of the language, especially when it comes to the consideration of prose. The edition will be brought out under the auspices of the most competent literary authorities of the time, from whose judgment there will be no appeal."

Professor Lounsbury's excellent text-book, 'History of the English Language,' is being reissued in two volumes by Henry Holt & Co.

Charles Scribner's Sons have published 'Architecture of the Renaissance in Italy,' by William J. Anderson.

The Reform Club of New York, through its Committee on Municipal Administration, has just issued the first number of a quarterly which it appropriately calls *Municipal Affairs*. This number is devoted entirely to a bibliography of municipal administration and city conditions, and has been compiled by Mr. Robert C. Brooks. It comprises by far the most complete bibliography of municipal affairs that has yet been published, and cannot fail to be of great aid both to special students in municipal institutions and to that part of the public interested in the problems of municipal government. One of the chief difficulties hitherto met by the general reader has been to find what has been written on this subject, scattered as it is through various periodicals devoting usually but little space to municipal questions. It is true that much of the matter concerning these questions is ephemeral and of little value to the student, but it is nevertheless of great importance that he should be able, without great loss of time, to find what has been written. The bibliography includes works treating of municipal affairs in the United States, Great Britain, Germany, France, Italy, Austria, and Spain, although the space devoted to some of the foreign countries is very meagre. It does not include the official reports of the various cities. The more important state and federal reports are, however, included. The omission of the city reports impairs its value to the specialist and investigator, but does not seriously affect its value for ordinary readers. The editor has not, perhaps, made as happy a selection of periodicals as was possible. Certain publications which very seldom publish articles referring to city government or conditions are included, while others which devote considerable space to municipal affairs are omitted from the list.

Bellwood & Joly, 1332 Walnut street, announce the *Figaro-Salon*, 1897; thirteenth year of issue; six numbers to appear in April, May and June.

The *Figaro-Salon* is published conjointly by the Paris Daily "Figaro" and Boussois Valadon & Co., successors to Goupil & Co. It is complete in six folio parts, the first one having appeared on April 15, the other five appearing successively every two weeks thereafter. It contains over one hundred reproductions of the most remarkable paintings and sculptures exhibited in both the "Salon of the Champs-Élysées" (Old Salon) and the "Salon of the Champs-de-Mars" (New Salon), three parts being devoted to each exhibition. It is the only publication on the Paris "Salons" containing large size plates, the full pages in black and tints measuring about 9x13 inches, and the six double-page colored supplements (one in each part) measuring about 13x18 inches. All the illustrations are from photographs direct from the originals.

Another volume is announced by the Macmillan Company in the uniform series of the works of Friedrich Nietzsche. Two volumes have been published: Volume XI, containing 'The Case of Wagner,' 'The Twilight of the Idols,' 'Nietzsche contra Wagner;' and Volume IX., 'Thus spake Zarathustra.' The new volume is entitled the 'Genealogy of Morals,' and is considered scarcely less remarkable than the author's great prose poem of Zarathustra. The translator is Dr. William A. Haussmann, of Philadelphia.

Mr. William G. Hamilton and Dr. William H. Tolman, Vice-President and Secretary respectively of the Association for Improving the Condition of the Poor, and Dr. Moreau Morris, Medical Inspector, were constituted "Mayor's Committee on Baths and Comfort

Stations" by Mayor Strong in June, 1895. These gentlemen had been at work on the same subject, as a sub-committee of the old Committee of Seventy, since September, 1894. The present 'Report on Public Baths and Public Comfort Stations, New York, 1897,' therefore, is the result of over two years' careful study of the problems from all sides. As a scientific production it is the most complete and satisfactory public document relating to municipal affairs that has been published in this country. It is the beginning of a kind of work in which the German city authorities have excelled. Dr. Tolman, the Secretary of the Committee, is to be congratulated on the report, which should become a model for all such investigations, and a standard authority on the subject with which it deals.

The report reviews the legislation providing for public baths in New York City since the first act of April 11, 1846, down to the act of April 18, 1895, giving the Board of Health power to designate the number of baths which the city must establish and maintain, and the act of March 25, 1896, authorizing the Commissioner of Public Works to construct as many as he, with the consent of the Board of Estimate and Apportionment, may deem necessary and proper, provided they are erected within public parks. The Board of Health determined on seven bath sites, and has accepted the plans and specifications of the Mayor's Committee. New York will soon have several magnificently equipped buildings for this purpose.

The plans for the first bath-house furnish eighty baths, of which forty-two are for men, fifteen for boys, and twenty-three for women. Excepting fourteen tub-baths, they will be for the most part "rain showers." This bath-house will accommodate one million bathers per year. A free lavatory, containing water-closets and wash-sinks, is provided in the basement, and a laundry on the second floor.

The recommendations of the Committee include a vast scheme for underground "latrines," or public comfort-stations, following the plan now successfully in operation in London. For certain uses a small charge will be made, enough to cover cost of administration, etc. The report gives ample information regarding all experience up to this time in American and European cities which have taken up the matter of public baths and comfort-stations. A complete bibliography of reports and publications on the subject is given in the concluding chapter. The document as a whole is valuable as a guide to other cities contemplating similar improvements.

Dr. Edward Eggleston has completed and published the first part of his 'History of Life in the United States.' The volume is entitled 'The Beginners of a Nation' (D. Appleton & Co.). The significance of the book is in the fact that it makes clearer than any similar work has done the connection between the social, political, and religious conditions of the Old World and the beginnings of society, politics, and religion in the New. Dr. Eggleston has written a history of the colonization of America, founded on a study of colonial times in the country in which the emigrant impulses originated. Half the book is devoted to the study of the background. Scrooby, Amsterdam, the courts of Elizabeth and James, the ecclesiastical character and debates of the period, become familiar to the reader, who is then ready to watch the same characters, standards, political and religious forces at work on a new soil.

In this initial volume, the story of the Virginia colonization, the Pilgrim and Puritan migration, and the Roman Catholic movement to Maryland are told, and told with a reverence for nothing but the facts. The facts—every one began long ago to suspect it—

do not minister to a sentimental and indiscriminate admiration for the settlers of America. The author evinces a skill in reading human character which must seem to every one remarkable. His grasp of the meaning of great movements does not always appear adequate, perhaps, but his estimates of individuals are always convincing. No one has, for instance, with equal power vitalized Roger Williams. John Smith's character is disposed of in a few pages remarkable for their fine humor, insight, and fairness; the Baltimores are given an appreciation not common among writers on colonial history, while the Puritan leaders get what praise they deserve when studied impartially.

These personal interpretations are probably the best part of the contribution of this volume to the subject with which it deals. For the rest, it must be said that it may or may not be in its particular accents true, but it is undeniably vital and vivid.

The Macmillan Company announce a work entitled 'The Myths of Israel, The Ancient Book of Genesis,' with analysis and explanation of its composition, by Amos K. Fiske, author of the 'The Jewish Scriptures.' The author resolves the Ancient Hebrew Book of Genesis into the myths and fragments of myths of which it is mainly composed, as he believes, and explains their significance in the literary and religious development of the Hebrew people.

'The Statesman's Year-book for 1897 (its thirty-fourth year) comes to us from the Macmillan Company. It is a stout but compact volume of nearly 1200 pages, a little fuller than ever of valuable matter. The maps show the political divisions in 1837 and in 1897 of Europe, Asia, Africa, North America, South America and Australasia; also the British Empire and other colonial empires. They are interesting and very well prepared. There are excellent tables showing the comparative strength of the great navies, from which we note that the total number of vessels of all classes, completed and building, in the English navy is 461, United States, 79; France, 363, of which 220 are torpedo boats, to 101 of the same class in the British navy.

It is rather interesting to note that in England and Wales in 1891 of that part of the population aged 10 years and upwards the commercial, professional and unoccupied classes numbered 11,480,240 out of a total of 22,053,857. Among the males aged 10 years and upwards the three classes named numbered 3,670,829, out of a total of 10,591,967. The relative figures for Scotland and Ireland are not very different. In France, in a total population of 38,133,385, agriculture and industry claim 17,435,888 and 9,532,560, respectively. The figures given for the United Kingdom and France cannot be directly compared, but they indicate that a much larger share of the population of the latter country is employed in a productive way. This volume is useful as a reference book, and interesting to the curious.

Excellent short stories are those in 'Recommencements,' Paul Bourget's latest volume. Their interest does not depend upon exploiting any one idea, relationship, or situation. Nor are they devoted to the study of problems. They are clever tales having variety of interest: indeed, they are good enough in conception to have been the work of the best of our own short-story writers, and so finished in form that they were evidently "made in France." 'Recommencements' is to be had of Bellwood & Joly. The same house has sent us 'Invincible Charm,' a new novel by Daniel Lesueur.

## Miscellaneous Notes.

### THE ANNUAL CONFERENCE OF THE A. L. A.

In connection with the Centennial Exhibition of 1876, a conference of librarians of the United States and Canada was held from October 4 to 6, and on October 6 the American Library Association was permanently organized for the purpose of promoting "the welfare of libraries by stimulating public interest in founding them, by securing needed state and national legislation, by furthering such coöperative work as shall improve results or reduce expenses, by exchanging views and making recommendations, and by advancing the common interests of librarians, trustees and others engaged in library or allied educational work." During the first fifteen years of its existence the growth of the association was slow. Its influence began to show itself, however, in the co-operation of libraries for the attainment of better methods and greater uniformity in extending their benefits to the public. Library clubs and state library associations were formed, which showed that libraries were having a true educational function. The formation by act of legislature of the first state library commission was the beginning of the formal recognition of the library by the state as a necessary part of its higher educational system, and this recognition may be regarded as the natural consequence of the work of the association. During the past six years the influence of this body has rapidly extended and grown constantly stronger, especially as it has been associated with other organizations for the advancement of education. With the development of the field of the association, subdivision of work has become necessary, and several sections have been created for the consideration of special aspects of library function or practice. The College Section, held for the first time in 1889, considers topics of peculiar interest to the librarians of educational institutions. The State Library Section, which is again divided into the Sections of State and Law Libraries, pays special attention to the questions of legislation, subsidies, state aid, exemption from taxation, public documents and their distribution, traveling libraries, annotated lists of best books prepared and published by the state authorities, and various other matters falling naturally within its scope. Then there is the Trustees Section, with the object of bringing the trustees into active coöperation with the librarians; and there is also a Publishing Section, which superintends the printing of the "A. L. A. Index," and the other publications of the association. There is an endowment fund of \$6000, devoted to the publication of the proceedings of the association. The *Library Journal* is the organ of the association, and is published monthly.

Partly because Philadelphia is the natal city of the association, and partly because some Atlantic seaboard city was desired to suit the delegates to the International Conference at London, the association will celebrate its coming of age in the city of its birth. The program will cover from June 21 to July 1, and it will consist of public meetings, conferences and social entertainments. College and advanced library work will be the subject of papers in the college sections; for the benefit of the younger members elementary library practice will be discussed in another section. There will be conferences on library legislation, the traveling library, the work of the library for children and library architecture. Especial attention will be given in some of the reports to the progress of the past twenty-one years. Receptions, excursions to some of the suburbs, and other entertainment will form the social features of the occasion. On June 25 the association will go to the Delaware Water Gap, to stay there until July 1, making excursions from that point.

## University Extension News and Announcements.

### SUMMER MEETING NOTES.

(This is not a complete announcement of all the courses in the summer meeting.)

In Department B, psychology, child study and kindergarten, the following lecturers and assistants have been engaged:

J. Mark Baldwin, Ph. D., Professor of Psychology, Princeton University; author of 'The Mental Development of the Child and the Race,' and other works; editor of the *Psychological Review*.

Oliver Cornman, Supervising Principal of the Northeast Consolidated School, Philadelphia.

Laura Fisher, Superintendent of Kindergartens, Boston, Mass.

Reuben Post Halleck, M. A., author of the 'Education of the Central Nervous System,' and 'Psychology and Psychic Culture.'

Albert L. Lewis, B. A., Assistant in the Psychological Laboratory, University of Pennsylvania.

Mary E. Marvin, Principal of Home School for Backward Children, formerly teacher and acting principal of the Milwaukee Day School for the Deaf.

Edgar A. Singer, Jr., Ph. D., Senior Fellow in Philosophy, University of Pennsylvania.

E. B. Titchener, Ph. D., Professor of Psychology, Cornell University; Associate Editor of *Mind*, and *American Journal of Psychology*; author of 'Outlines of Psychology.'

A. Ferree Witmer, M. D., Instructor in Pathology, University of Pennsylvania; Instructor in Nervous Diseases, Philadelphia Polyclinic.

Lightner Witmer, Ph. D., Assistant Professor of Psychology, Director of the Psychological Laboratory, University of Pennsylvania; Lecturer in Physiological and Experimental Psychology, Bryn Mawr College.

The success that has attended the introductory and advanced courses in psychology offered during the last three years has led to an expansion of these courses for the fifth annual session, and, it is hoped, to the foundation of a permanent summer school of psychology. The introductory course of twenty lectures, presenting an outline of the problems and theories of modern psychology, will be repeated this year with much modification in subject matter and arrangement. The laboratory courses which have proved such an effective part of the systematic work offered in psychology will be continued also, although they, too, have been considerably modified. In addition, twenty lectures on special topics of psychological and pedagogical interest will be given by psychologists and educators of prominence. An advanced course in experimental psychology of graduate grade, offering an opportunity for original research in the psychological laboratory, will be given this year for the first time. Two new features, the kindergarten and the psychological clinic and training school, will illustrate general principles involved in educational work, appealing to students of both psychology and education. Visits will be made to neighboring institutions for the training of special classes of children to study types of children and methods of instruction. Educational conferences or round-tables will be conducted by specialists in particular departments of teaching. The varied courses in general psychology, physiological psychology, child psychology and educational psychology, that are thus offered to beginners and advanced students will constitute a graded school in psychology for: (1) teachers, institute lecturers, and superintendents wishing a broader education in the

science whose principles underlie pedagogical methods; (2) instructors, graduate and undergraduate students of psychology; (3) medical students and practicing physicians desirous of informing themselves on the latest theories of the interrelated functions of mind and nervous system; and (4) teachers who are, or wish to become, trainers of special classes of defective or mentally backward children.

Dr. Lightner Witmer offers a course of twenty lectures on 'Modern Problems and Theories in Psychology':—

1. Introductory lecture explanatory of the scope and purposes of the Philadelphia Summer School of Psychology.
2. The problems and methods of psychology and its relation to other fields of science and speculation.
3. Various theories of the constitution of mind.
4. Mind and the external physical environment—the relation of mental quality to the physical stimulus.
5. The attempt of psycho-physics to measure sensations in terms of the stimulus—psycho-physic methods—the psycho-physic law.
6. The attitude of physiological psychology in explaining the reactions of the human being to his environment.
7. Mental traits and bodily characteristics—the significance of degeneration, atavism, progress, genius, precocity.
8. Some pseudo-scientific theories in physiological psychology—phrenology, palmistry, etc.
9. The general functions of the nervous system.
10. Localization of the special functions of the cerebral cortex.
11. Mental and nervous elements in the motor processes involved in the production of simple bodily movements.
12. The function of thought, memory, sensation and sense organs in the production of movements.
13. Emotional and impulsive expression, and its development through conscious and unconscious imitation.
14. Articulate speech, pantomime, gesture; the right hand as an organ of expression.
15. Spontaneous speech as the organ of intellectual and rationalized emotional expression.
16. The organization of intellect through processes of sensation, perception and apperception.
17. Forms of ideation, such as abstract thought, memory, imagination, hallucination and illusion.
18. Pleasure and pain—æsthetic and other forms of feeling.
19. The relation of impulse and volition to character or personality.
20. The relation of attention to self-consciousness—theories of subconsciousness and unconsciousness.

Miss Laura Fisher will give five lectures on the 'Psychological Significance of the Kindergarten':

1. Froebel's idea of imitation and its place in the kindergarten.
2. What the kindergarten does for the child's moral development. The training of the sympathies and the will.
3. The training of the senses.
4. The method of the kindergarten as illustrated in the use of "gifts."
5. The kindergarten and the child study movement.

Arrangements have been made for the following laboratory courses:

#### I. The Structure and Functions of the Nervous System and Sense Organs. Twenty sessions, one and one-half hours each, by Dr. A. Ferree Witmer.

This is a course of demonstration and individual practical work on the gross and minute structure of the nervous system. The human brain and that of the ox will be dissected, and prepared specimens will be given the student for examination under the microscope. Charts, maps and models will also be used in profusion. In addition to the hours of class work, students will be directed in the prosecution of as much individual work as they have time and inclination for; thus beginners in psychology, as well as more advanced students of the nervous system, will find opportunity for work adapted to their needs.

The following subjects will be considered in order: the structure of the nerve elements; the spinal chord as a collector of nerve fibres and organ of reflex action; the spinal bulb (*oblongata*); the nuclei of the cranial nerves; basal ganglia; the cerebral hemispheres; the outline of motor and sensory areas of the cortex; the sympathetic system in relation to the central nervous system; the special sense organs of sight, hearing, smell, taste and touch; diseased mental states of general interest with reference to their origin in the nervous system.

#### II. Experimental Psychology. A Demonstration Course in the Psychology of Sensation and Perception. Twenty sessions, one and one-half hours each, by Professor Lightner Witmer and Mr. Albert L. Lewis.

A series of illustrative experiments will be performed by each student and described and commented upon by him in a laboratory note-book. A specially prepared laboratory manual, outlining a more extended series of experiments than can be carried out in class, will enable each student to conduct individual experimentation at other hours, under the direction of the assistant. The object of this course is to give instruction in psychology, and to demonstrate methods of teaching the science by experimentation. With the aid of the manual it has been undertaken to develop such simple experiments as an instructor could use to advantage in his teaching, without costly apparatus.

Consideration will be given to: 1. The introspective analysis of sensation—quality, intensity and feeling tone. 2. The relation of the quality and intensity of sensations to the physical stimulus. 3. The relation of the quality, intensity and feeling tone of sensation to physiological processes. 4. The after-effect of stimuli; fatigue, after-images, contrast, memory-images, association. 5. Associative combination of sensations to form the perception of external objects. 6. Apperceptive modification of sensation in perception; orientation; perception as an active psychic process.

#### III. Child Psychology. Twenty sessions, one and one-half hours each, by Professor Lightner Witmer and Mr. Oliver Cornman.

This is a course of practical demonstration, intended for teachers and students of psychology interested in the modern methods of observing the mental and physical characteristics of children at all periods of their development. Illustrations will be given of such methods of study as the clinical method, exact psycho-physical measurements, the method of undetermined observations, the syllabus of general and specific interrogations, and the methods of experimentation and observation along predetermined lines of investigation. Class and individual tests will be made and results of observations examined and collated so as to give the student practice both in making observations and in tabulating results. Of great assistance to the students of this course will be the Kinder-



garten and the Psychological clinic and training school. The visits to institutions for the training of special classes of children, for the purpose of studying types of children and special methods of instruction, are also intended primarily for students in child psychology.

IV. Advanced Psychological Experimentation. Twenty sessions, three hours each, by Dr. Edgar A. Singer, Jr., and Mr. Albert L. Lewis.

This course of research work in psychology follows lines of investigation either now under prosecution at the University of Pennsylvania or formerly directed by Dr. Singer in the psychological laboratory of Harvard University. They comprise experiments involving the more important special methods of psychophysics, time measurements with the chronoscope, the analysis of specific sense quality, and the interdependence of motor and sensory processes. Selection will be made from the following themes: 1. The differentiation of the organs of sense. 2. Factors involved in judgments of intensity. Interpretation of psycho-physic methods. 3. The nature of the judgment of difference. 4. The co-variations in rate and intensity of different forms of voluntary and reflex action. 5. The aesthetics of simple movements, and their relation to the aesthetics of visual form.

It is proposed, by the clinical method, to present to the students of child psychology and of the anatomy of the nervous system cases of mental deficiency, or of physical defect producing mental retardation. These cases will include slight mental disorders, nervousness, defects of eye and ear and of motor ability, and deficiencies in memory and attention; in short, such cases as are frequently met with in mild form in school children, placing unusual difficulties in the way of successful class instruction. These cases will be explained by members of the corps of instructors and by specialists in different lines of medical work.

It is also proposed to treat pedagogically cases of defective speech, such as stammering; of chronic bad spelling; of deficient vision or hearing; of motor weakness; or of ineffective memory and attention. This will be done in a training school, where a few pupils will receive instruction from Miss Marvin, who will conduct the school, and from other teachers interested in this branch of psychology and pedagogy. It is proposed to make this a school of practice for teachers who wish to devote themselves to the training of difficult classes of children.

The practice kindergarten will be directed by Miss \_\_\_\_\_, and is intended to illustrate kindergarten methods and to demonstrate their basis in psychology.

In the Round-table Conferences there will be several educational conferences of special interest to students of psychology, notably those conducted by Professors Titchener and Witmer. Full particulars of the twenty conferences can be obtained from the special circular.

In Department C, Round-table Conferences, arrangements have been concluded with the following persons, who will lead conferences on their respective subjects:

Professor W. C. Bronson, of Brown University, one conference on the teaching of English literature in the schools.

Dr. Brumbaugh, of the University of Pennsylvania, one conference on the nature of education.

Professor Dodge, of the Teachers' College, N. Y., and Professor Davis, of Harvard University, two conferences on the teaching of geography.

Professor Gantvoort, one conference on music and literature.

Mr. Edward Everett Hale, three conferences on the teaching of ethics in the public schools.

Professor Hart, of Harvard University, one conference on how to meet the new entrance requirements in history.

Professor William I. Hull, of Swarthmore College, one conference on the George Jr. Republic.

Miss Logan, of Cincinnati, one conference on primary school work.

Dr. James Mac Alister, President of the Drexel Institute, two conferences upon art in the public schools, illustrated by photographs and casts.

Professor Munro, of the University of Pennsylvania, one conference on the use of the sources in reading history.

Dr. J. T. Rothrock, one conference on forestry and its lessons in the public schools.

Dr. Schwatt, of the University of Pennsylvania, one conference on the teaching of arithmetic and algebra.

Miss Louise Stockton, of Philadelphia, one conference on reading clubs.

Professor Titchener, of Cornell University, one conference on the meaning of psychological experiment.

Professor William P. Wilson, Director of the Philadelphia Museums, one conference on the educational value of the museum.

Professor Lightner Witmer, of the University of Pennsylvania, one conference on the teaching of psychology in the normal schools.

In the Department of Music Professor Hugh A. Clarke offers a course of twelve lectures on Harmony, in which he will give a simple, concise explanation of the principles of musical construction:

1. Scales and intervals.
2. Common chord—its movements.
3. Common chord—its inversions.
4. Relation of scales, major and minor.
5. Dominant chord, its progressions.
6. Chords derived from overtones of the dominant.
7. The overtone series derived from other fundamentals.
8. Altered chords.
9. Dissonances—retardations and suspensions.
10. Dissonances—changing and passing notes.
11. Principles of modulation.
12. General summary.

These lectures will be delivered during the first two weeks. The fee for the course is five dollars. A course will be given in counterpoint, if there is a sufficient demand. There will be no additional charge for this course.

The subject of Professor Lang's second lecture in his course in Romance Literature is the 'Rise and Growth of Provençal Lyric Poetry,' not of 'Provincial Lyric Poetry,' as announced in the May issue of THE CITIZEN and in the circular of Department A. He is Professor of Romance Philology in Yale University, not Assistant Professor of Romance Languages, as stated in the circular of Department A.

The inaugural lecture of the Summer Meeting will be delivered on Tuesday evening, July 6. Admission free by ticket.

In Dr. Schwatt's courses in mathematics a great deal of attention will be paid to the pedagogical features of the subject, especial regard being paid to arithmetic, algebra and geometry. Teachers will thus have an opportunity of learning the most advanced methods of presenting these subjects to their pupils. In



Department C, Dr. Schwatt will lead a conference devoted exclusively to the pedagogical aspects of mathematics.

Professor Gibbons's courses in Latin will have in view pedagogical principles, for the benefit of elementary and advanced students.

The Philadelphia Museums will be open to all students of the Summer Meeting, who will be admitted free by ticket. By presenting this ticket the students will have the privilege of personal direction through the museums.

Circulars of all the departments are now ready. A. Medieval literature, history, art, philosophy, religion, education. B. Psychology, child study, the kindergarten. C. Round-table conferences. D. Mathematics. E. Latin. F. Music.

The price of the inclusive ticket, admitting to all the lectures of all the departments, is fifteen dollars; of the department ticket, admitting to all the lectures of any one department, ten dollars, except the Round-table Conferences Department, for which the fee is five dollars. The inclusive ticket does not admit to the laboratory courses, for which a special fee of ten dollars each is charged. An inclusive ticket for a single week costs five dollars. The price of admission to any single lecture is fifty cents. A coupon ticket, admitting to twenty lectures, will be sold for six dollars.

The eleventh Edinburgh summer meeting will be held this year at University Hall, Edinburgh, from August 2 to 28.

Arrangements have been made for the following courses during the summer meeting of 1897: "Contemporary Social Evolution in the East, the Evolution of War and Peace," Professor Geddes; "The Historical Evolution of the Turkish People," ten lectures, Mr. Victor V. Branford, M. A.; "The Structure of Society," Professor Charles Zueblin, Chicago; "The Study of Comparative Literature," five lectures, Dr. John G. Robertson; "The Philosophy of Fröbel in Its Educational Bearing," five lectures, Miss Glidden, Pratt Institute, Brooklyn; "The Evolution of Scottish Scenery," ten lectures, Mr. J. G. Goodchild; "Places and People in Scotland," ten lectures, Mr. T. R. Marr; "Map-making and Map-reading," five lessons, Mr. A. J. Herbertson; "Relief Modeling for Teachers," five lessons, Mr. George Guyou; "The Geology of the Basin of the Forth, Ten Lessons in the Field," Mr. J. G. Goodchild. Classes in the botany and zoölogy of the Forth district are also being arranged. Students who desire to attend these classes must make application to the secretary before July 5.

The studio of the Old Edinburgh School of Art will be open to students of fine art during the meeting under the direction of Miss Helen Hay.

Musical recitals and popular evening lectures are usually arranged during the course of the meeting. The fees for the whole meeting are £3, 3s.; for either fortnight, £1 11s. 6d. All inquiries should be addressed to the secretary, T. R. Marr, from whom the detailed prospectus (price 5d. post free) may be obtained.

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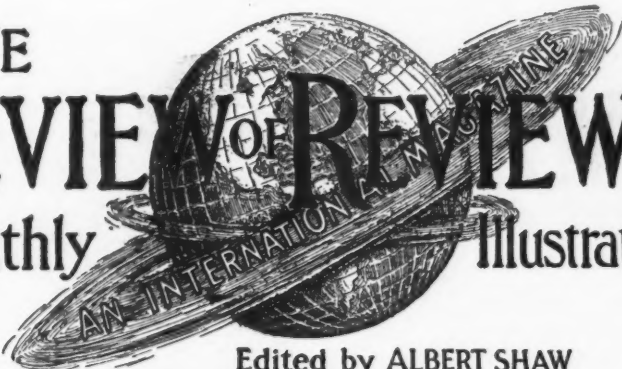
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